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ABSTRACT

A factor analysis of responses from 434 prospective teachers was carried out to test the hypotheses of G. Stern et al. concerning factors related to teacher attitudes and teacher gratification. Factor analysis paralleled some of the logical categories of Stern's Teacher Preference Schedule (TPS). Data indicated that Orderly, Dependent, and Dominant Scales of the TPS identified a single construct, although the Critical Scale split into two constructs. Gratification items proved to be interpretable as Nurturant. The Preadult-Fixated Scale was identified as a construct, but constructs of Practical, Status-Striving, and Nondirective were not identifiable with the sample. Exhibitionistic items were identifiable only as a portion of the Humanistic Teacher Role. Tables are given illustrating logical groupings of TPS items. (Author/GW)

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Teacher Preference Schedule: A Factor Description With Students Entering Teacher Education

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Teacher Preference Schedule: A Factor Description With Students Entering Teacher Education

Stern, Masling, Denton, Henderson, and Levin (1960) hypothesized in their Teacher Preference Schedule (TPS) 10 factors related to teacher attitudes and 10 factors related to teacher gratification. For each of the two parts, there are 10 items for each of 10 scales: Practical, Status-Striving, Nurturant, Nondirective, Critical, Pre-adult-Fixated, Orderly, Dependent, Exhibitionistic, and Dominant. Items were constructed from interviews of experienced teachers regarding attitudes and motives underlying teaching. The purpose of the present study is to use a factor analysis of responses of prospective teachers to investigate the logical constructs identified by Stern et al.

METHOD

The sample consisted of 434 students in sections of an introductory course for teacher education. During a regular class meeting the instrument was administered by the instructor. In all, nineteen sections participated. Then the 200 response items for each subject were correlated, and the resultant matrix was analyzed by a principal component method, with unities in the diagonal. Those factors with an eigenvalue greater than three were then rotated by means of the VARIMAX method.

RESULTS

Items with factor leadings of .40 or greater were considered for interpretation and are presented in Table 1 through 6. A total of 79 items had loadings of .40 or greater and were used to define the factors. The six factors account for 21.12 per cent of the total variance of the 200 items.

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Insert Table 1

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Factor I (Table 1) accounts for the largest proportion of the extracted variance and contains 23 items. Entitled Humanistic Teacher Role, it includes items entering teachers perceive as behaviors for a benign image as a professional. This cluster of items tends to designate behaviors that provide a humanistic type of visibility, e.g. being known as a colorful and stimulating teacher, seeing how much I can do for children who have been deprived of affection and emotional support. There is an overall tone of desire for personal acceptance as a warm, loving, helpful, interested person. Students who score high on this factor are concerned about their humanistic image as a teacher while those who score low tend to be less concerned with their public image. In the TPS logical groupings Factor I represents items basically from three scales: Nurturant, Preadult-Fixated and Exhibitionistic. The Preadult-Fixated Scale splits on Factors I and VI which tends to group

these logical items into mature versus immature emotional-laden dichotomies while items from the Nurturant and Exhibitionistic logical scales seems to be an identifiable construct only in so far as it contributes to their acceptance as a teacher. They want to be a good showman only to the extent it helps pupils to learn, not out of a desire to be applauded per se.

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Insert Table 2

about here

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Factor II (Table 2), Teacher Role in the Professional Hierarchy, is composed of 27 items which tend to indicate management of classroom and attitudes toward school administration. Students who score high on this factor would have more structure in their classroom management and tend to acquiese to authority relationships with school administration. Students who score low on this factor would tend to challenge authority more frequently, be less conforming to established curriculum, and more laissez-faire in classroom management. Factor II is a collection of items from three of the TPS logical scales: Orderly, Dependent, and Dominant. Although experienced teachers may be able to differentiate among these three constructs, students entering the profession tend to perceive the submission of a child to a teacher and the submission of a teacher to the principal and/or superintendent as a single entity. These students expecting loyality and submission from

their children expect to play a similar role in relation to their superiors. The 10 items from the Orderly scale tend to complement the Dependent-Dominant role by expressing the importance of routine tasks.

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Insert Table 3

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Factor III (Table 3), Activities for Reform in Schools, is comprised of 12 items which express activities publicizing teachers' problems. Those students who agree with these items tend to be activists for teacher rights and reformers of teachers' economic and social status. Students who scored low on this factor tend not to be outspoken on teacher rights, not to be community informants, nor to work for greater public recognition of professional problems of teachers.

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Insert Table 4

about here

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Factor IV (Table 4), Motives of Authority Figures, includes six items in which teachers question the motives of authorities and tend to have more confidence in the teachers' independent decision-making. Those scoring low would tend to be less suspicious of motives of authorities and more submissive in their attitudes.

Factors III and IV identify separately the two parts of the TPS Critical Scale, Attitudes and Gratifications, with Factor III taking from the Gratification scale and Factor IV from the Attitude scale. Although teachers may respond as though the Critical Scale is a simple entity, students entering the profession tend to distinguish between Activities for Reforms in the School (Gratification) and Motives of Authority Figures (Attitudes).

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Insert Table 5

about here

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Factor V (Table 5), Detachment-Fraternization, with seven items denotes the extremes of a continuum. Students agreeing with these items tend to be detached from student interaction and those disagreeing tend to prefer involvement with students. Factor V is similar to Factor II except that the items comprising Factor V tend to be statements of behavior more extreme than entering teachers perceive as necessary to fit the traditional acceptable teacher role. While the items on Factor II represent student perceptions of the expected behavior of an acceptable teacher. Assuming an acceptable role as teacher does not preclude a stance Detachment or Fraternization for these entering teachers.

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Insert Table 6

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Factor VI (Table 6), Emotional Identification with Students, is composed of four items portraying the teacher's need to be accepted on the level of another child rather than as an authority figure. Students who score high have a need to be perceived as one of the gang while those scoring low would reject that role for an adult role. With entering teachers only four statements of the TPS logical scale of Preadult-Fixated load on a factor distinctly identifiable as Preadult-Fixated, whereas eight items from the same scale are associated with Nurturant items.

SUMMARY

The factor analysis tended to parallel some of Stern et al. logical categories. Orderly, Dependent and Dominant Scales of the TPS tend to identify a single construct whereas the Critical Scale tends to split into two separate constructs. Although Preadult-Fixated was identifiable as a construct, the Gratification items were interpretable as Nurturant. Exhibitionistic items were not identifiable in Stern's connotation but rather as a portion of the Humanistic Teacher role. Stern's constructs of Practical, Status-Striving, and Nondirective were not identifiable with this sample.

REFERENCE

Stern, G.G., Masling, J., Denton, B., Henderson, J., & Levin, R. Two scales for the assessment of unconscious motivations for teaching, Educational and Psychological Measurement, 1960, XX (1), 9-29.

Table 1

Factor I Humanistic Teacher Role*

Item Number	Factor Loading	TPS Scale	TPS Item
19	.46	Nurturant	Children learn best in an atmosphere filled with love and emotional support.
44	.41	Nurturant	A pupil's first need is for warmth and tenderness.
97	.51	Preadult-Fixated	In dealing with children it's frequently necessary to remember what it's like to be one.
98	.43	Nurturant	Children who misbehave or do not learn are generally children who need more love.
104	.48	Exhibitionistic	Enlivening my lessons with stories, jokes, or personal anecdotes.
106	.43	Nurturant	Being concerned about my pupils' welfare outside the school.
112	.42	Exhibitionistic	Having my pupils dramatize stories and lessons.
116	.54	Nurturant	Seeing how much I can do for children who have been deprived of affection and emotional support.
119	.41	Preadult-Fixated	Browsing in toy shops.
142	.48	Nurturant	Having pupils regard me not only as their teacher but also as someone who understands and really cares about them.
114	.52	Preadult-Fixated	Keeping up with the songs, books, T.V. programs, etc., that my pupils are interested in.

Table 1 Continued

Factor I Humanistic Teacher Role*

Item Number	Factor Loading	TPS Scale	TPS Item
152	.40	Nurturant	Following the careers of former pupils.
158	.46	Preadult-Fixated	Being invited by the pupils to join in their games or parties.
159	.48	Status-Striving	Telling others what my occupation is.
160	.48	Exhibitionistic	Being appreciated by the children for my sense of humor.
164	.40	Nurturant	Having a pupil confide in me as a parent.
173	.52	Preadult-Fixated	Joining in the fun my pupils are having.
174	.50	Nurturant	Helping children with their personal problems.
175	.50	Nondirective	Helping children to discover and assert their own individuality.
181	.51	Preadult-Fixated	Helping children with their hobbies.
182	.55	Exhibitionistic	Being known as a colorful and stimulating teacher.
185	.53	Preadult-Fixated	Getting to know my pupils well enough to be able to share fully their thoughts and feelings with him.
200	.48	Nurturant	Having former pupils remember me, stop to talk on the street, or come to visit.

* Factor I accounts for 5.74 per cent of the common variance.

Table 2

Factor II Teacher Role in the Professional Hierarchy*

Item Number	Factor Loading	TPS Scale	TPS Item
13	.43	Dominant	Children have to be kept in their place or they're apt to take too many liberties.
21	.51	Dependent	Principals and supervisors have been selected for their competence and leadership ability and are entitled to respect.
23	.49	Orderly	There is less danger of pupils getting into trouble if they are kept busy at all times.
24	.40	Dependent	A teacher can seldom go wrong in following his principal's or supervisor's advice.
33	.44	Dependent	Pupils can hardly be expected to learn proper attitudes if a teacher does not show the principal proper respect.
35	.44	Orderly	To learn something properly, pupils have to repeat and drill it many times.
46	.45	Orderly	Habits of punctuality, neatness, and organization are prerequisites for all further learning.
47	.45	Dependent	A teacher is duty-bound to stand by the principal under all circumstances.
50	.52	Dependent	The curriculum represents the best efforts of many competent educators and should therefore be followed as closely as possible.
61	.44	Orderly	The fairest way to evaluate pupils is to keep a careful record of all their oral and written work.
63	.43	Dependent	The teacher should be careful never to do anything that might invite criticism.
67	.47	Dominant	The most important things for a child to learn in school are obedience and respect for authority.

Table 2 Continued

Factor II Teacher Role in the Professional Hierarchy*

Item Number	Factor Loading	TPS Scale	TPS Item
68	.47	Status-Striving	The teacher should always behave in a formal, mature, and dignified fashion.
86	.45	Orderly	It is impossible to manage either a school or classroom without having a carefully detailed system of rules and regulations.
110	.43	Orderly	Keeping careful and accurate records of pupils' progress, assignments, attendance, etc.
113	.47	Status-Striving	Conducting myself in the community in ways that reflect my status as a teacher.
114	.46	Dominant	Permitting no infractions of discipline, however minor, to go unnoticed.
132	.40	Orderly	Giving the pupils the opportunity for a lot of drill and formal recitation.
134	.41	Orderly	Keeping my classroom as clean and neat as my own home.
135	.47	Dependent	Putting loyality and obedience to my principal or supervisor above personal differences of opinion.
161	.46	Orderly	Making sure my pupils cover every bit of the curriculum.
168	.44	Dominant	Running my class with a firm hand.
180	.47	Dominant	Having my pupils know who is boss.
186	.55	Dependent	Doing my best to please my supervisor or principal.
188	.52	Orderly	Following specific and carefully organized lesson plans.
191	.50	Dominant	Making it clear to the youngsters that I won't tolerate any foolishness.
194	.55	Dominant	Having the pupils maintain proper respect at all times for my position as their teacher.

* Factor II accounts for 5.57 per cent of the common variance.

Table 3

Factor III Activities for Reform in Schools*

Item Number	Factor Loading	TPS Scale	TPS Item
105	.57	Critical	Working actively to promote greater public recognition and appreciation of the professional problems of teacher.
118	.56	Critical	Fighting for better pay, sickness and accident protection, retirement provisions, etc. for teachers.
126	.65	Critical	Being an active member of a teachers' federation or union.
130	.64	Critical	Writing letters to newspaper editors or congressmen about educational problems.
138	.41	Status-Striving	Attending educational conferences.
141	.57	Critical	Bringing the problems of the school system to the attention of the public.
145	.66	Critical	Encouraging other teachers to take an active role in a teacher federation or union.
157	.43	Critical	Speaking up for more objective and politically independent appointment of principals and educational supervisors.
172	.44	Critical	Questioning activities of the local school board or legislative agencies.
184	.67	Critical	Being outspoken in defense of teachers' rights.
192	.51	Status-Striving	Being selected to represent the teaching profession on a civic committee.
198	.63	Critical	Encouraging other teachers to express their opinions publically about issues or events of significance to our profession.

* Factor III accounts for 2.95 per cent of the common variance.

Table 4

Factor IV Motives of Authority Figures*

Item Number	Factor Loading	TPS Score	TPS Item
26	.45	Critical	Most teachers are too submissive in their relations with their supervisors.
41	.50	Critical	Too many supervisory appointments in the school system are made on the basis of politics rather than competence.
45	.49	Critical	School boards are generally concerned only with saving money when their first purpose should be to promote education.
58	.46	Critical	Many of the most important decisions affecting the schools are made by people who know nothing about education.
71	.46	Non-directive	Children who are told what to do soon lose the capacity to think for themselves.
96	.47	Critical	A great many of the people in school administration know very little about children or the everyday problems of teaching.

* Factor IV accounts for 2.38 per cent of the common variance.

Table 5

Factor V Detachment-Fraternization*

Item Number	Factor Loading	TPS Scale	TPS Item
79	.45	Practical	Helping children after school encourages them to be lazy and inattentive during class.
92	.44	Practical	It isn't necessary to feel a strong sense of personal committment or dedication in order to be a good teacher.
94	.52	Dominant	When children like a teacher, it's usually an indication that he lets them get away with too much.
136	.44	Dominant	Keeping my classroom so quiet that you can hear a pin drop.
150	.42	Dependent	Being provided by the school administration with detailed lesson plans to be followed throughout the term.
165	.55	Orderly	Discouraging class discussions and other distrations from the planned lesson.
176	.50	Dominant	Holding the whole class responsible for any breaches of discipline.

* Factor V accounts for 2.26 per cent of the common variance.

Table 6

Factor VI Emotional Identification with Pupils*

Item Number	Factor Loading	TPS Scale	TPS Item
2	.57	Preadult-Fixated	Communication between the teacher and his pupils is facilitated if he can get them to accept him as a "pal", ort of as one of them.
56	.64	Preadult-Fixated	Teaching goes a lot more smoothly if the teacher can get the children to accept him almost as though he were one of them.
85	.45	Preadult-Fixated	Being with the children rather than over them, talking their language, and being informal, are the hallmarks of a good teacher.
196	.60	Preadult-Fixated	Being pals to my pupils.

* Factor VI accounts for 2.21 per cent of the common variance.